

TEACHING AND LEARNING EVALUATION REPORT

2022



MEDICAL DOCTOR PROFESSION EDUCATION PROGRAMME

FACULTY OF MEDICINE SYIAH KUALA UNIVERSITY

2023

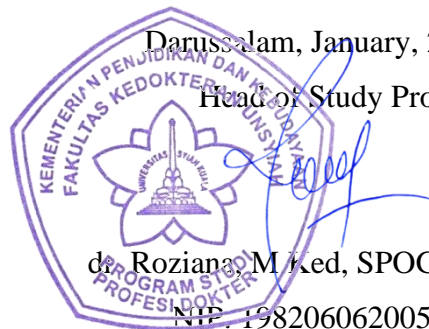
VALIDITY SHEET

TEACHING AND LEARNING EVALUATION REPORT

2022

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Head of Study Program



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5. RECOMENDATION

1. INTRODUCTION

a. Background

Evaluation of teaching and learning (EBM) is the process of collecting, analyzing, and interpreting information systematically to determine the extent to which learning objectives have been achieved. The learning evaluation process is an important and synergistic stage in gathering information which is used as the basis for knowing the level of progress, mastery and development of students, and student learning achievements, as well as the success of the teaching process carried out by lecturers (teaching staff).

This EBM survey can also be used to determine the extent to which students have mastered the material that has been presented. From this evaluation students can know the ability to understand the lessons they have learned. The quality of learning can be seen in terms of process and results. In terms of process, it can be said to be successful and of good quality if all or at least most (80%) of students can be actively involved, both physically, mentally and socially in the learning process. Meanwhile, in terms of results, the learning process is said to be successful if there is a positive change in behavior in students.

b. Purpose

This survey aims to evaluate the teaching and learning process in The Doctor Profession Study Program for the 2021/2022 Academic Year, as well as identifying the obstacles faced by students during the learning process at the Unsyiah Faculty of Medicine.

c. Benefits

The results of this evaluation monitoring activity are expected to be used by faculty/university leaders as policy makers to implement improvements to the quality of learning in general. In addition, the description of the results of data analysis can also be used for improvement and study program development plans. Monev data is also expected to be able to motivate lecturers and students to apply learning, so that the increase in lecturer professionalism and teaching quality can continue to be implemented in a sustainable manner. Monev data can also be an inspiration for students.

2. SURVEY/MONEV METHOD

a. Instruments used

Data collection is carried out online, where virtually every lecture activity is shared with links to be filled in by students and teaching lecturers as well as through document inspection which is then data recapitulated and processed by the study program. the results are submitted to the Internal Quality Audit Team (AMI) for further analysis.

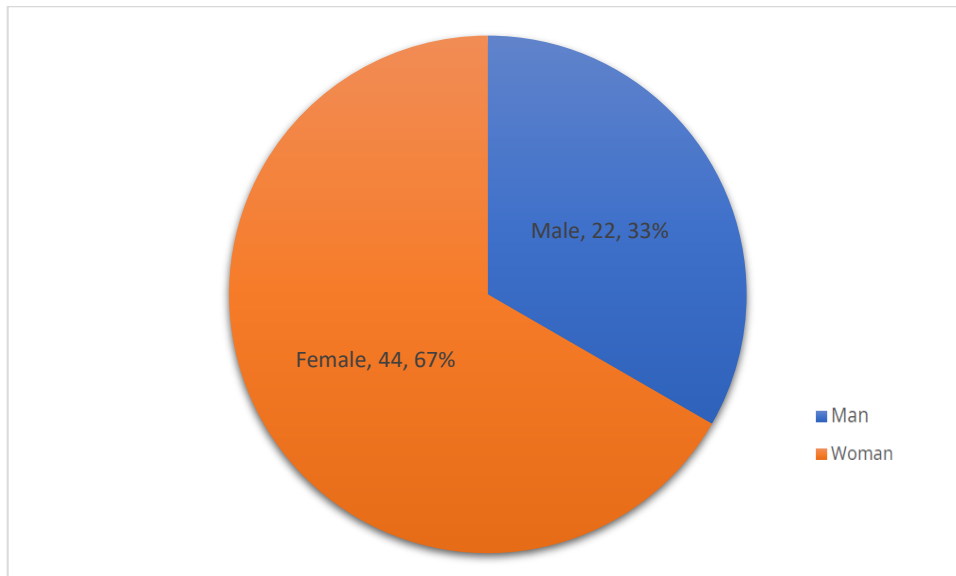
b. Respondents (minimum 30%) of the total number of respondents

Respondents were students of the Medical Professional Education Study Program at the Faculty of Medicine, University of Syiah Kuala who had completed their medical professional studies.

3. RESULT

a) Survey/Monev Results

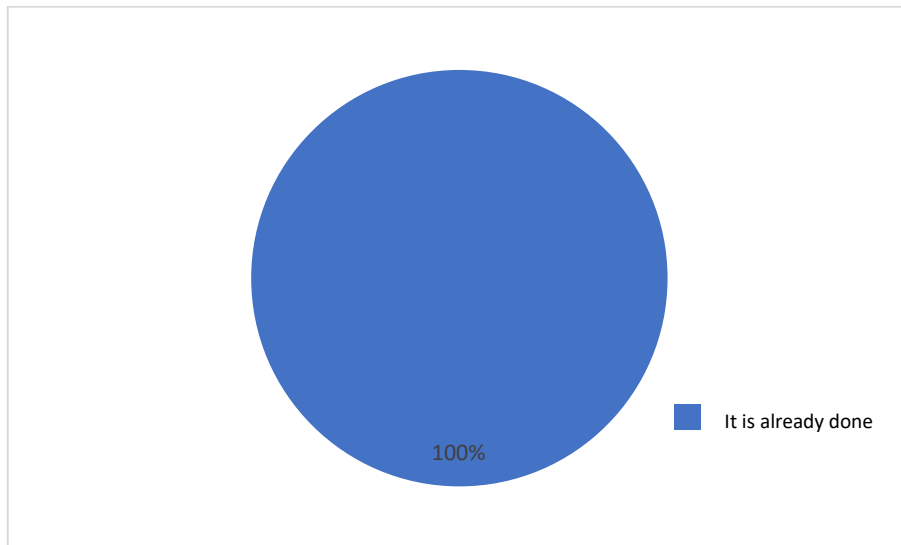
Based on the results of the teaching and learning evaluation survey (EBM) for the 2021/2021 academic year, 66 students (100% of the total active students) were found to have filled out the online survey form. The characteristics of the students who filled out the survey were as follows:



All questions related to the substance of teaching and learning conducted by lecturers were analyzed descriptively and presented in graphical form. More than 95% of the lecturers involved in the teaching and learning process at the Clinical

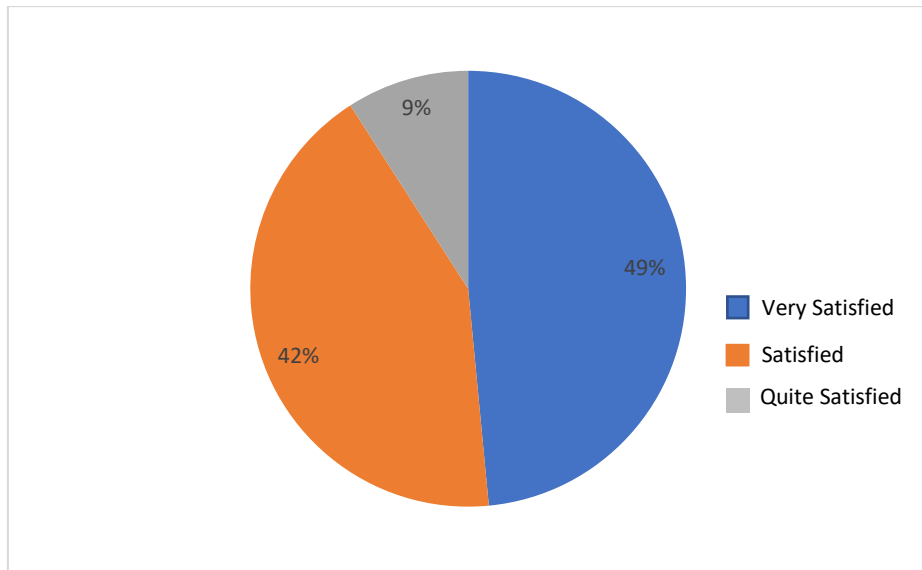
Registrar's Office convey the Semester Learning Plan (RPS), lecture topics and methods of assessment at the beginning of each block meeting.

1. Plans for teaching and learning activities are submitted at the beginning (covering, among other things learning methods, learning materials, learning objectives and methods of assessment)



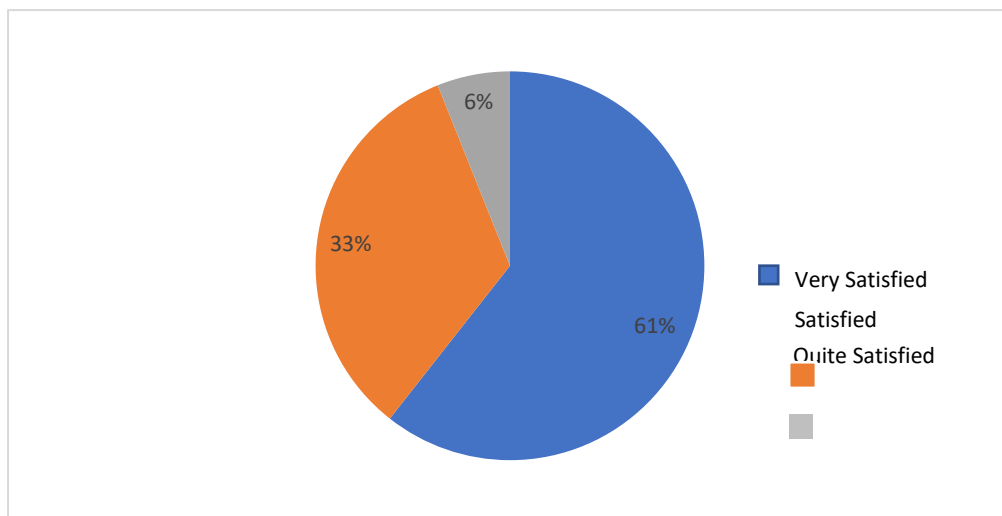
Each lecturer who is involved in teaching will be given prior debriefing in the form of Instructional Engineering Training (PEKERTI) and Applied Approach(AA) in order to have the ability to teach techniques and self-confidence during the learning process. In this period's survey all lecturers were still able to carry out a good communication process during learning with a percentage of student answers of 100%

2. The lecturer guides case reports, references and journal reading according to the planned schedule



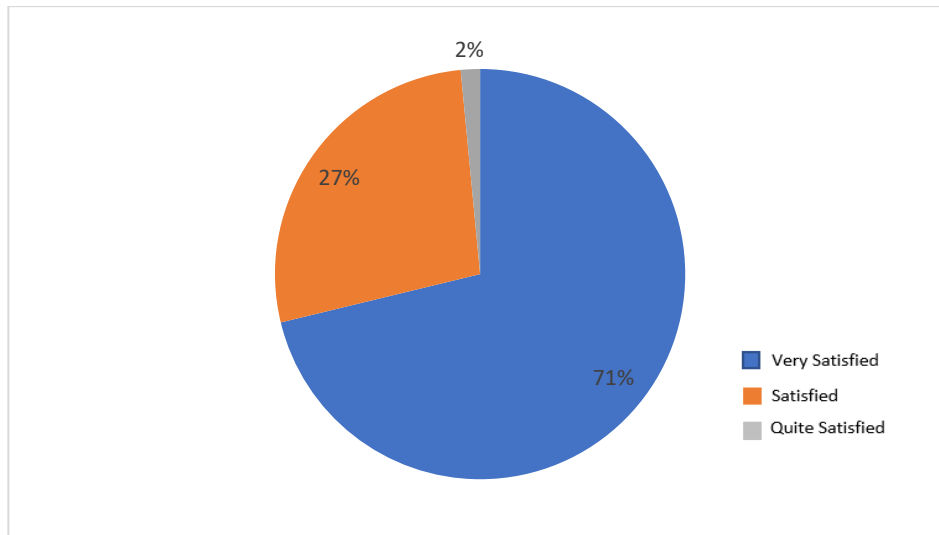
Overall, the survey results show that students are satisfied with the guidance of case reports, recitations and reading journals according to the predetermined schedule.

- Lecturers are skilled at communicating so they are able to explain learning materials and case discussions well and interestingly



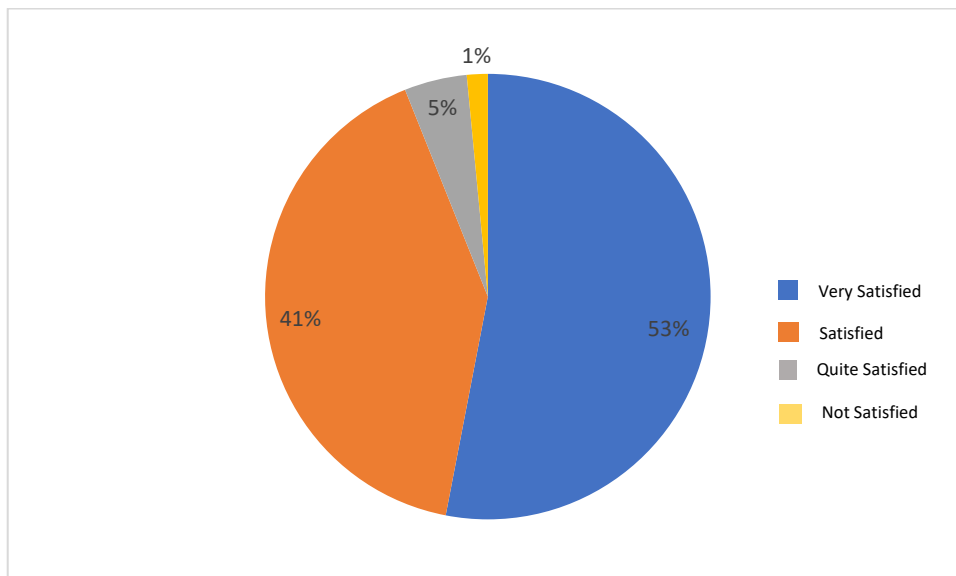
Overall, the survey results show that students feel very satisfied with the mastery of lecture material by lecturers

- Does the lecturer master the lecture material and discussions well?



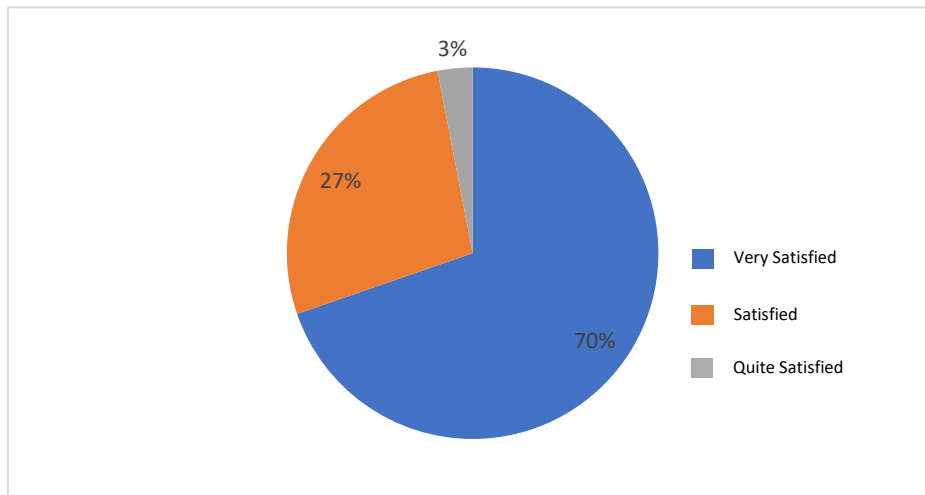
Overall, the survey results show that students feel very satisfied with the mastery of lecture material by lecturers.

5. Can the lecturer motivate you to be active in the teaching and learning process both in the inpatient room (bedside teaching) and the polyclinic (case discussion)?



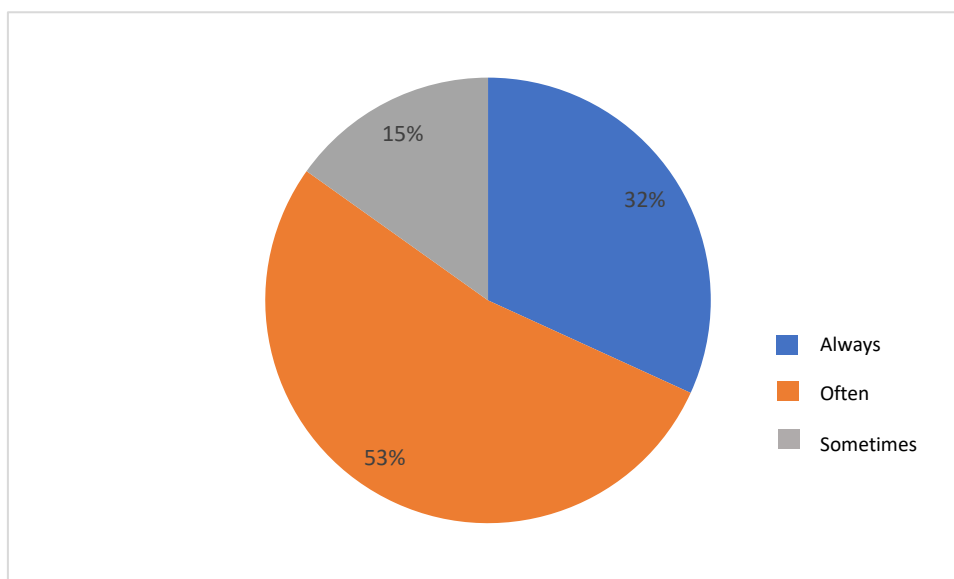
A good learning process is characterized by opportunities for interaction between students and lecturers during lectures and after lectures. Most of them showed a feeling of being very satisfied with the interactions between lecturers and students, where lecturers were able to answer questions and respond to students' opinions well.

6. The lecturer is able to answer questions and respond to your opinion well?



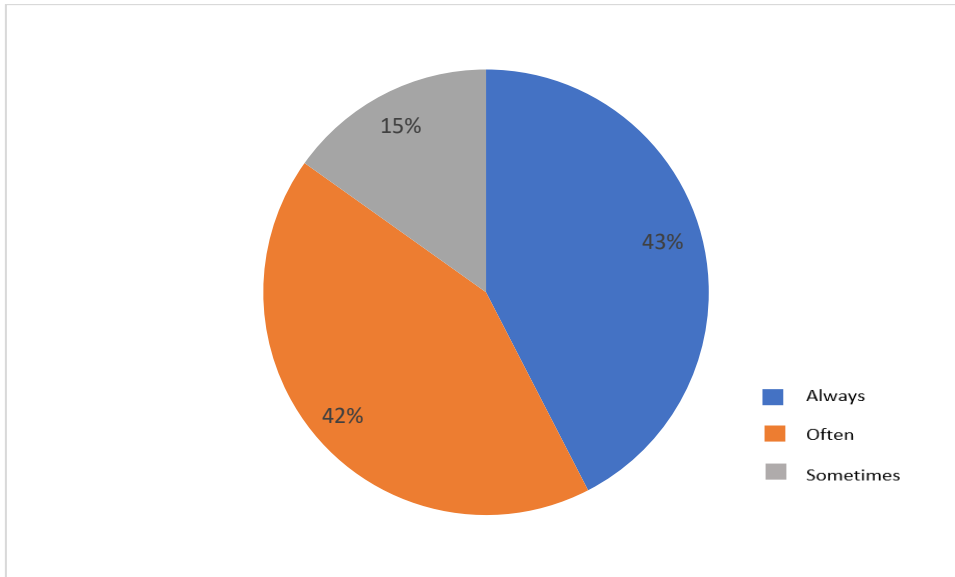
A good learning process is characterized by opportunities for interaction between students and lecturers during lectures and after lectures. Most of them showed a feeling of being very satisfied with the interactions between lecturers and students, where lecturers were able to answer questions and respond to students' opinions well.

7. Lecturers start and end lectures/guidance on time according to schedule



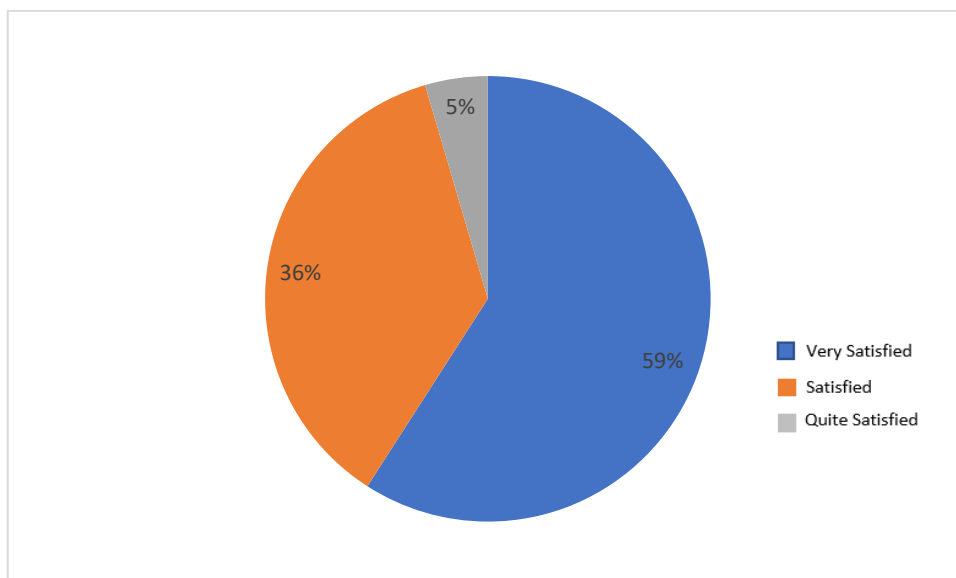
The problem of a lecturer's discipline when attending lecture meetings and ending lecture sessions according to a predetermined schedule is still a major concern in every learning evaluation. Only 32% answered always, often 53% and sometimes 25%.

8. Teaching materials (such as textbooks or modules) recommended by lecturers are easy to obtain on campus or accessed online .



Reference sources for lecture material and practicum modules should be traceable by students and available in libraries or e-learning media, so that it will make it easier for students to understand the material well and be able to study it independently at home. Nearly 15% of students said that sometimes it indicated that there were still difficulties in accessing learning materials and course references in the campus library.

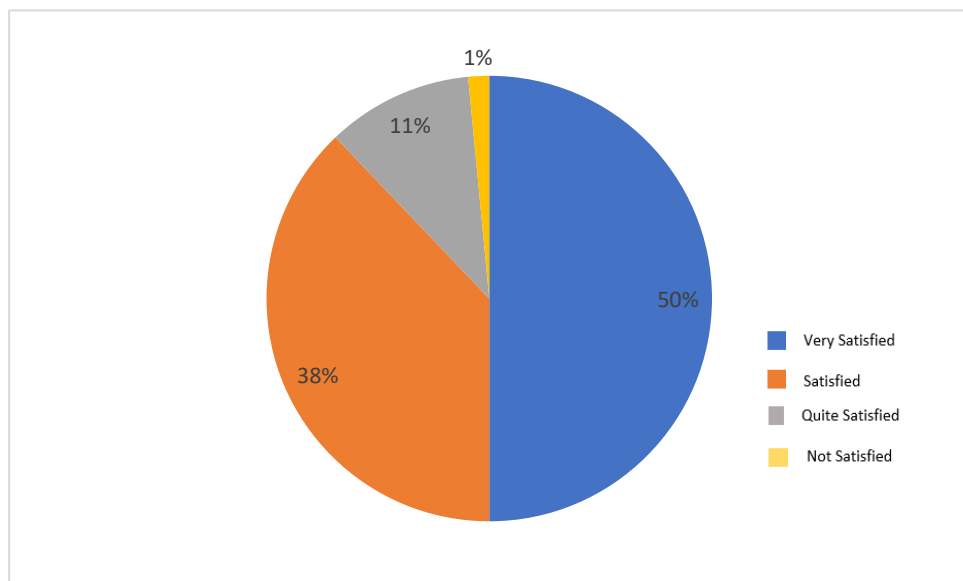
9. The lecturer provides sufficient opportunities for you to ask questions, express opinions and discuss



Feedback is very necessary in the teaching and learning process as an effort to evaluate whether students have been able to understand the material presented or

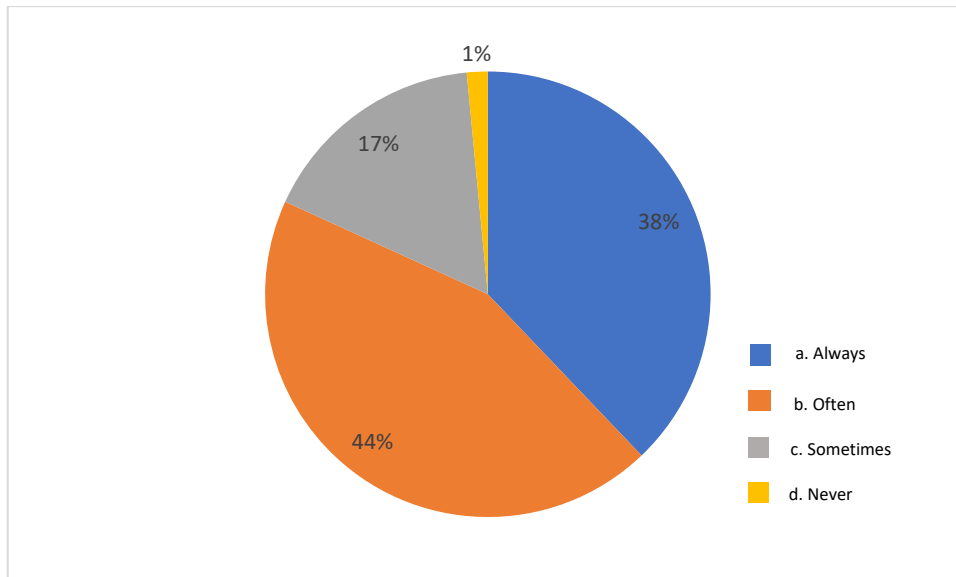
there is something they still don't understand. By providing opportunities for students to ask questions, give opinions and provide opportunities for them to discuss providing feedback to lecturers about student understanding. Most of them indicated that they were very satisfied with the opportunity given. Only a small portion of 5% said they were quite satisfied.

10. The lecturer provides sufficient opportunities for you to carry out examinations or actions



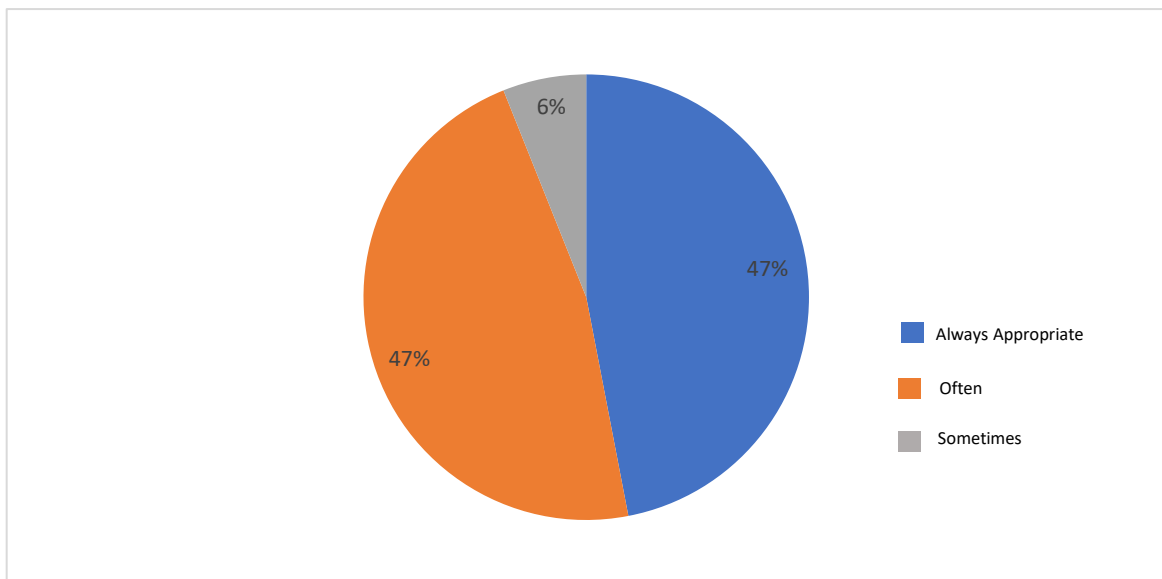
The learning process at the Senior Clinical Registrar (KKS) besides emphasizing aspects of knowledge, attitudes but also medical skills with a larger portion, so that it is hoped that after carrying out this KKS students will be more confident in taking medical action according to indications. In this survey, most students indicated that they were satisfied, but only a small proportion, namely 1%, still expressed dissatisfaction with the opportunity to take action.

11. Lecturers use teaching aids/manicins or instrumentation in providing guidance



Students have different characteristics as audio, visual and audiovisual learners. Therefore every lecturer is also expected to be able to use multimedia facilities and visual aids during the learning process, because this will increase student interest and understanding of the material presented.

12. Final evaluation materials, written exams and OSCE are in accordance with the learning materials provided



The suitability of the exam material with the content of the material being lectured must be of particular concern to lecturers in order to achieve optimal learning objectives.

- b) Achievement of Conformity with related IKU dan IKT SN-DIKTI

The Medical Professional Education Study Program at the Faculty of Medicine, Syiah Kuala University has implemented SPMI as evidenced by the existence of 5 aspects (SPMI Organs/Functions, SPMI Documents, Internal Auditors, Audit Results and Follow-up Evidence), has standards that go beyond those of SN-DIKTI, and implementing a risk-based SPMI (Risk Based Audit) or other innovations lainnya

c) Survey/Monev Findings

1. The learning system when switching to cognitive and spacing is too much so that it increases study time and harms students
2. Tools that support learning are not available and/or available but are damaged and not replaced. While the tool is a competency skill for general practitioners
3. Limited space for junior doctors to examine patients during the Covid-19 pandemic

d) Exceeding of Related SN-DIKTI

The Medical Professional Education Study Program at the Faculty of Medicine, Syiah Kuala University has fulfilled the requirements stated in the National Standards for higher education. The National Education Standards consist of: graduate competency standards; Learning content standard; learning process standards; Learning education assessment standard; Lecturer and Education Personnel standards; Learning facilities and infrastructure standards; Learning management standards; and Learning financing standards.

The National Education Standards referred to above serve as a reference in compiling, implementing, and evaluating the USK Medical Doctors Professional Education Curriculum.

4. FOLLOW UP

a) Problems

- Many supporting activities were implemented but not optimal
- Limited student space for discussion because they have to share with residents

b) Root Problems (Causes)

1. Limited staff and space make the implementation of education difficult hampered
2. Many graduates do not report or respond to tracer studies

c) Driving Factors

During the Covid-19 pandemic the number of patients who came to the hospital was greatly reduced, many patients who had been scheduled for action also rescheduled the schedule for the procedure because the patient was afraid of being swabbed. Teaching Hospitals are limited to only one place and the number of staff is not sufficient.

d) Inhibiting Factors

1. Restrictions on face-to-face activities reduce interaction between students and patients
2. The area of the room intended for students is still limited, including the scientific room.

e) Control

Control Measures carried out by the Professional Study Program Doctor of the Faculty of Medicine, University of Syiah Kuala:

1. Maximizing learning through online and offline while still paying attention to the quality of students
2. Arrange station rotation schedules in accordance with participant restrictions

f) Follow-up Plan

1. Empowerment of network hospitals in districts/cities to maximize the number of cases studied by students
2. Optimization of educational services, and learning processes

5. RECOMMENDATION

1. Efforts to increase lecturer discipline in providing guidance/teaching by providing a fixed schedule and coordinating with education managers so that there are no shifts in schedules and clashes in teaching and learning schedules
2. Efforts to increase the number of books/Textbook or Journals which can be accessed online by students both in the university library, faculties and in their respective study programs.
3. Provide special guidance to students at the beginning of the Clinical Registrar cycle by the Librarian on how to access text books and online journals provided by the University library
4. Encouraging lecturers to upload reference books/textbooks to e-learning to make it easier for students to find reference books.
5. Collaborate with the Curriculum Team so that they can plan and formulate learning in an appropriate manner based on site teaching systematically and structured.
6. Adding supporting facilities and infrastructure such as medical devices, learning media (projectors, whiteboards, air conditioners) and teaching aids (manicins and instruments) to assist the teaching and learning process in clinical clerkships
7. Efforts to regulate student rotations that are effective and efficient so as to reduce downtime which can extend student study time.
8. Increasing capacity and expanding coverage wifi/ internet network that can be accessed by all students.
9. Controlling the administrative process of attendance, evaluation and assessment processes at the Clinical Registrar Office